

Publicaciones y/o Proyectos de Investigación Dr. Mauricio Veliz Campos

Proyectos Externos:

Proyecto Fondecyt 11170031 On the permeability of L2 aptitude: The effects of an L2 motivational vision enhancement classroom intervention on L2 aptitude, 2017-2020. Investigador Principal. Objetivo de la investigación: establecer grado de permeabilidad de la aptitud lingüística y de la memoria fonológica a través de intervención basada en modelo motivacional denominado L2MSS.

Publicaciones (últimos 5 años):

Biedroń A., Véliz M., Zychowicz K. (2022). Longitudinal Effects of Phonological Short-Term Memory and Working Memory Capacity on L2 Grammar Knowledge. *Advances in Cognitive Psychology*, volume 18(2), 113-121.

Véliz, L., & Véliz-Campos, M. (2021). International Students' Perceptions of and Attitudes towards their Chinese Accented English in Academic Contexts. *MEXTESOL Journal*, 45(2), 1-11.

Biedroń, A., & Véliz-Campos, M. (2021). Trainability of Foreign Language Aptitudes in Children. In Rokita-Jaśkow, J. & Wolanin, A. (eds.), *Facing diversity in child foreign language education*. Springer.

Véliz-Campos, M., Polanco-Soto, M., Biedroń, A. (2020). L2 motivational self system, international posture, and the socioeconomic factor in EFL at university level: the case of Chile. *Journal of Psychology and Communication*, 24(1), 142-174. DOI:10.2478/plc-2020-0009.

Cárdenas-Moncada, C., Véliz-Campos, M., Véliz, L. (2020). Game-Based Student Response Systems: The Impact of Kahoot in a Chilean Vocational Higher Education EFL Classroom. *CALL-EJ*, 21(1), 64-78.

Véliz-Campos, M., Muñoz, P., & Véliz, L. (2019). Assessment in the English language classroom in Chile: Exploring the washback effect of traditional testing and Alternative assessment on seventh grade students. *Paideia*, 64, 97-108.

- Walker-Janzen, W., Véliz-Campos, M. & Veliz, L. (2019). Academic journeys of socially disadvantaged students in Chile's more equitable pathways to university entry. *Issues in Educational Research*, 29(4), 1348-1368.
- Leonardo Veliz & Mauricio Véliz-Campos (2019). A Socio-Semiotic Analysis of Latino Migrants' Metaphorical Conceptualizations of Language Learning, *Journal of Latinos and Education*, DOI: 10.1080/15348431.2019.1630285.
- Contreras, A., Véliz-Campos, M, & Véliz, L. (2019). Portfolios as a Strategy to Lower English Language Test Anxiety: The Case of Chile. *International Journal of Instruction*, 12(1), 181-198.
- Véliz-Campos, M. (2018). Pronunciation learning strategies, aptitude, and their relationship with pronunciation performance in pre-service English language teachers in Chile. *Iranian Journal of Language Teaching Research*, 6(2), 57-76.
- Veliz, L. & Mauricio Veliz-Campos (2018). An interrogation of the role of critical thinking in English language pedagogy in Chile, *Teaching in Higher Education*, DOI: 10.1080/13562517.2018.1456424.
- Lizasoain, A., Ortiz de Zárate, A., Véliz, M., Luci, A., Rojas-Mora, J. (2016). Evaluación de It's my Turn, una herramienta de autoaprendizaje de inglés como lengua extranjera para contextos rurales de Chile. *Revista Calidad de Educación*, 44, 98-128.
- Véliz-Campos, M. y Luci Alarcón, A. (2015). Matches and Mismatches: Pre-service English language teachers' perceptions of school-based tutors' feedback versus the actual discourse of feedback. *Revista Educación Andrés Bello*, 01, 65-91.
- Hitt, L. and Véliz, M. (2015). Language learning strategies in teacher education students. *Lingüística y Literatura*, 31, 245-268.